University of Regina

2007-2008
ANNUAL REPORT

UNIVERSITY OF
REGINA

Table of Contents

President's Message . . . 2
Chair's Message . . . 3
Chancellor's Message . . . 4
Introduction . . . 5
Who We Are . . . 5
Governance . . . 6
The University of Regina . . . 7
2007-2008 Results at a Glance . . . 8
- Summary of Performance Results . . . 8
- Summary of Financial Results . . . 9

2007-2008 Performance Results . . . 10
- Fundamentals . . . 12
- Opportunities . . . 18
- Resources . . . 26
- External Stakeholders . . . 29

Enterprise Risk Management . . . 32
Conclusion . . . 35
Summarized Financial Statements . . . 36
For More Information . . . 42
University Board of Governors . . . 43
University of Regina Leadership . . . 44
Federated College Presidents . . . 45

President's Message

A good deal has happened at the University of Regina since I assumed the office of president in March 2007. I am grateful to all those who had a hand in returning a sense of calm to the campus after a period of flux and uncertainty.

The calm has allowed us all to get back to the task to which we are entrusted – working together to ensure the University of Regina provides the highest quality, affordable and accessible post-secondary educational experience in all of Canada.

I was very pleased to have been given a mandate by the Board of Governors that included spearheading some key University initiatives during my term that will contribute to our ultimate mission.

Chief among those initiatives are the Strategic Enrolment Management (SEM) Plan, the University branding initiative and the fee sharing agreement with Campion and Luther Colleges. These are all worthy endeavours that will serve the institution well in the months and years to come.

The first was prompted by a disturbing downward trend in enrolments in recent years. We were determined to develop an SEM plan to help the University reverse this trend by attracting more new students and retaining a higher proportion of those already enrolled. Working with a consultant, five teams of faculty and staff and the SEM management committee produced a draft SEM report that was presented to the University community in late April.

In this age of increased competition for students, staff and faculty, it is important that the University of Regina present a consistent and clear image to the world – in other words, our "brand." The branding project will continue into 2009 and will work hand in hand with the SEM plan.

In early 2006, there was a very public confrontation between the University and two of our federated colleges, Campion and Luther College, about the apportioning of tuition revenue among the three institutions. A stop-gap arrangement considerably reduced tensions for the 2007-2008 academic year, and I'm optimistic that a more permanent arrangement will be in place soon.

These initiatives, while important, barely touch the surface of the achievements of the University during the past year. The successful completion of the *Building Dreams and Futures* campaign and the receipt of the largest single donation in the University's history – $10 million from Regina-based businessman Paul Hill – are two other signal events.

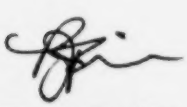
To be sure, the past year was not all clear sailing. The strike by support staff last November had negative effects on the entire campus community and it reminded us all that there is no room for complacency with respect to labour relations in pursuit of the University's overall goal of being a preferred place to work and study.

The faculty, staff, students, and administration of the University have accomplished much in the past year and have good reason to be proud.

I am confident that Vianne Timmons, who will join us as the seventh president of the University of Regina in September, will find a university that is positioned for future success on all fronts.

It was an honour to have been asked to serve the University of Regina as its sixth president and it has been a privilege to work with and have the support of the campus community, alumni and community leaders during my term in office.

To President Timmons, I offer every good wish for success.



Dr. Jim Tomkins
President and Vice-Chancellor

Chair's Message

On behalf of the members of the Board of Governors I am pleased to outline a number of the important board room decisions made during the 2007-2008 fiscal year.

The Board continued its focus on providing responsible management with the approval of *Guidelines for Determining the Locus of Policy Decision Making*, a new framework document for decision making that provides a clear delineation of responsibility between the Board and the executive of the University.

The Board also voted to end the practice of mandatory retirement for employees at the University of Regina.

As is the case every fiscal year, the Board faced many difficult decisions around financing and adopting a budget to meet the demands of quality, accessible undergraduate and graduate programs and leading areas of research. Nevertheless, the Board approved a comprehensive budget plan that included a balanced operating budget and, for the third consecutive year, no increase in undergraduate tuition rates. The budget plan included an increase in funding for student financial assistance of $648,000.

In 2007-2008, the University recorded total revenues and contributions across all funds of $167,909,000. On the other side of the ledger, there were expenses of $186,649,000. The difference between revenues and expenditures is largely attributable to accounting valuations regarding pension expenses and the expenditure on building construction of revenues received in prior years for the Laboratory Building Addition, a project nearing completion.

Focussing on the Operating Fund, a surplus on 2007-08 operations resulted in the total elimination of the $2,444,000 accumulated deficit from previous years. This is a major achievement that will allow more resources to be devoted in the 2008-09 operating budget to teaching and research instead of debt service.

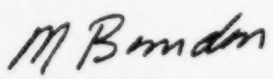
The year's capital investment plan earmarked more than $35 million for capital projects and included $25 million for the Laboratory Building Addition and $7.4 million for plant renewal and adaptation.

I am particularly pleased to report that the University received an unqualified memorandum of audit observations from the Provincial Auditor for 2007-08. On the behalf of the Board, I acknowledge and express our appreciation to the University's administrative staff and the provincial audit team who over several years have cooperated with much hard work to accomplish this outcome.

I would be remiss if I did not mention the successful conclusion to the *Building Dreams and Futures* campaign, which exceeded its $75 million target by some $7 million dollars. The ambitious campaign exceeded expectations and will help the University better serve our community, our province and our world.

Overall, the Board views the past year's achievements as valuable contributions towards the goals set out in the University's five-year strategic plan, *Building on Progress: the Plan for 2004-09*.

On behalf of the Board of Governors, I would like to express my gratitude to all those who contributed to the many achievements of the past year and I look forward to new successes in the year to come. Particularly, the University is indebted to Dr. Jim Tomkins for his leadership as President and Vice-Chancellor since March 2007.



Mo Bundon
Chair, Board of Governors

Chancellor's Message

I wish to start by saying what a pleasure it has been to serve the University of Regina since my installation as chancellor last October. In the short time I have been a part of the University community, I have been excited by advances at the administrative level and invigorated by the developments to our academic programming and research capacity.

The University of Regina continues to provide a superior student experience. According to research, the satisfaction of our undergraduates with the teaching they receive and the University's student support services has increased over the past three years. In fact, it meets or exceeds national norms.

Ninety per cent of University of Regina undergraduate students report that they are satisfied or very satisfied with their decision to attend the University and with the quality of education they receive.

Any way it's measured, this is success.

I am very encouraged by our graduate student enrolment numbers as they continued to rise in 2007-2008. I look forward to the development of future professional degree and graduate programs like that of the Johnson-Shoyama Graduate School of Public Policy which in June 2007 became a single, provincial school shared by the University of Regina and the University of Saskatchewan.

Thanks to the dedication and skills of our faculty researchers and the support of our industry and government partners, the University's research funding levels were maintained this past year.

We are forging new academic partnerships like that between the Faculty of Education and Nunavut Arctic College. The partnership has resulted in the Nunavut Teacher Education Program which is preparing Inuit to become classroom teachers in Nunavut schools.

The University continues to be a valuable contributor to the life and progress of the communities we serve and our graduates are making outstanding contributions to our world every day. They are also returning to the University for such things as professional development opportunities, lifelong learning, arts and cultural events, and for social and business networking. The word is out—participation in programming for alumni increased by 21 per cent last year.

Our exhilarating campus undoubtedly contributes to our success. Its pristine location and our enthusiastic faculty and staff has translated into a 90 per cent employee retention rate.

These are indeed exciting times for the University of Regina. A survey conducted this year determined that the University's public reputation for academic excellence, the quality of our faculty members, and the inviting nature of the University has increased since 2004.

I would like to thank all those who contributed to making 2007-2008 such a memorable year and I look forward to our future accomplishments together.

Dr. William F. Ready, Q.C.
Chancellor

Introduction

This annual report describes the actions and accomplishments of the University of Regina for the 2007-2008 fiscal year which runs from May 1, 2007 to April 30, 2008.

In November 2004, the University's Board of Governors approved *Building on Progress: The Plan for 2004-2009*. It is a five-year planning framework that provides realistic, achievable objectives for improving the University of Regina as it strives to carry out its vision, mission and goals. The plan defines 13 aims for the University in four categories: Fundamentals, Opportunities, Resources and External Stakeholders. The performance measurement framework provides clear measures and targets for the aims, many of which are benchmarked to national norms.

The 2007-2008 annual report uses this outcome-oriented format to report on the University's achievements and progress over the year. This enhances the University's accountability to government, its many partners and the many communities it serves.

Who We Are

Vision

The University of Regina is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission

The University of Regina preserves, transmits, interprets and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

Goals

- Teaching and Learning: give our students an accessible and enviable learning experience.
- Scholarship and Research: sustain a vibrant research enterprise where faculty and students are enthusiastic about intellectual activity, both curiosity-driven and applied.
- Service: take our academic expertise to the community in response to requests or our own perceptions of need.
- People: make the University of Regina a preferred place to study and work.
- Internationalization: integrate a national and international perspective into our fundamental threefold mission of teaching, research and service.
- Accountability: provide sufficient information to allow informed evaluation of our performance.

Governance

The University of Regina Act sets the governance model for the University. Typical of Canadian universities, the model is *bicameral* – there is one decision stream for the administrative and business affairs of the University and another stream for academic matters.

Board of Governors

The Board of Governors is responsible for general oversight of the University, including its administrative and business affairs. It sets non-academic institutional policies, reviews and approves expenditures, directs the annual audit, and appoints the president, vice-presidents and university secretary. Certain academic decisions are subject to Board approval, including new programs or major changes to programs.

Senate

Senate is the senior academic decision-making body. Unlike most Canadian universities, Saskatchewan universities have senates comprised of members elected by Convocation (alumni), members representing a variety of professional and related societies in the province, the minister and deputy minister of Advanced Education, Employment and Labour, student representatives, and senior officials of the University and its affiliated and federated colleges. The Senate makes decisions on recommendations from Council. The chancellor, elected by the members of Convocation, is the chair of Senate.

Council

Council consists of all the academic staff of the University and certain *ex officio* members. Council has some independent decision-making powers, but primarily reviews and recommends to Senate academic matters that come forward from the faculties. Council has delegated its authority to the Executive of Council, comprised of academic staff elected by their colleagues in each faculty, the Library, the federated colleges and other academic units such as the Centre for Continuing Education, and certain *ex officio* members including all deans, deans and presidents of the federated colleges, and student representatives. The University of Regina president is the chair of Council and of the Executive of Council.

The University of Regina

Since attaining independent degree-granting status in 1974, the University of Regina has grown in response to the needs of the province. The University encompasses nine faculties, 25 academic departments, and 17 research institutes and centres. Three federated colleges are located on campus: Campion College, First Nations University of Canada, and Luther College.

The main campus and historic College Avenue campus provide an attractive study and work environment for more than 12,000 full- and part-time students, 1,400 permanent and term employees and approximately 1,200 non permanent employees.

Specialized programs are offered in a number of areas including journalism, social work, media production and studies, actuarial science, petroleum engineering, fine arts, software systems, education, police studies, health studies, and public policy and administration.

The University creates capacity for social, cultural and economic development, and has long been recognized as a major player in strengthening and diversifying the local economy.

In the 2007-08 fiscal year, the University's total spending exceeded $185 million. These expenditures, whether in the form of salaries and wages or the purchases of goods and services, have a significant economic impact in Regina and the surrounding area. This is in addition to the considerable contribution made to the city of Regina's economy by students and visitors to the University, and through the growing commercialization of University research outcomes.

The University of Regina contributes to life in the community in myriad ways. The University is a popular venue for concerts, art, sports, public lectures and theatre, and is a source of invaluable expertise in many areas.

2007-08 Results at a Glance

Summary of Performance Results

The University of Regina's plan, *Building on Progress: The Plan for 2004-2009*, sets out a number of aims for the University during the plan's five-year period. Presented below is a sample of the many significant performance results with respect to these aims for 2007-08. Details appear in the following section.

Aim 1: Continue to lead in the provision of high quality education
- Ninety (90) per cent of University of Regina undergraduate students reported that they are satisfied or very satisfied with their decision to attend the University and with the quality of education they receive.

Aim 2: Grow and sustain a balanced research culture
- Graduate student enrolment continued to increase in 2007-08.
- Research funding levels were sustained.

Aim 3: Contribute our expertise to the life and progress of the community
- University of Regina graduates make outstanding contributions to their communities.

Aim 5: Provide superior student experience
- The satisfaction of University of Regina undergraduates with various academic and support services has increased substantially in the past three years and exceeds national norms.

Aim 6: Attract, encourage and develop exemplary faculty and staff
- Employee retention rates exceeded 90 per cent.

Aim 7: Enhance alumni commitment
- Participation in programming for alumni increased by 21 per cent.

Aim 8: Improve on the use of management information and information technology
- A Strategic Enrolment Management plan was created, based on an examination of an extensive set of relevant data.
- The University Library is establishing a digital archive.

Aim 9: Apply resources well
- The accumulated deficit on the General Operating Fund was eliminated.

Aim 10: Strengthen sustainability
- The Building Dreams and Futures campaign was successfully completed, exceeding its $75 million target.
- The University spent $7.4 million for plant renewal and adaptation.

Aim 11: Enhance the University's recognition and esteem
- The University's public reputation for many factors has increased since 2004, particularly for academic excellence, the quality of its professors, and being a warm and friendly institution.

Aim 12: Demonstrate responsible management
- A new framework document for decision making, *Guidelines for Determining the Locus of Policy Decision Making*, provides a clear delineation of responsibility between the Board and the Executive of the University.

Aim 13: Build and maintain beneficial partnerships and relationships
- A new partnership between Nunavut Arctic College and the University of Regina's Faculty of Education, the Nunavut Teacher Education Program, prepares Inuit to become classroom teachers in Nunavut schools.

Summary of Financial Results

Revenues: The University of Regina recorded revenues and contributions in 2007-08 of $167,909,000.

Expenses: The University of Regina had expenses in 2007-08 of $186,649,000.

Change in Fund Balance: Overall, the University of Regina recorded a net decrease in fund balance in 2007-08 of $18,740,000. This is primarily the result of a decrease in the University's pension benefit asset and the amortization of capital assets funded by revenues from previous years.

For comparisons of the University's revenues and expenses to budget for each of its funds, see Note 15, Budget versus Actual for 2008, in the University's full audited financial statements.

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979 or on the University's website at http://www.uregina.ca/fs and selecting the Financial Statements link.

2007-08 Performance Results

The information that follows is organized according to the University of Regina's performance measurement framework. The performance measurement framework, a form of balanced scorecard, is used by the University to monitor and report on progress towards achieving the vision, mission and goals of the University as expressed in its strategic plan, *Building on Progress: The Plan for 2004-2009*.

The University's Goals and the Performance Measurement Framework

It is not intended that the aims and measures in the performance measurement framework provide a complete assessment of the University's progress with respect to the goals and objectives in the University's plan. "While no manageable set of measures can fully gauge performance and progress with respect to the aims, let alone all of the University's goals, those selected can act as sample indicators of the wider range of achievements by the University and its constituent units." (*Building on Progress: The Plan for 2004-2009*, p.19.) Nevertheless, it is helpful to show how the aims relate to the University's goals and objectives.

The following table displays the relationship between the goals and objectives and the aims. The table has been created specifically for the annual report to demonstrate that, while the coverage is not complete, progress with respect to most of the goals and objectives is measured in some manner in the performance measurement framework and the data reported in the annual report.

Building on Progress: Goals and Objectives	***Performance Measurement Framework: Aims***
Teaching and Learning: Give our students an enviable learning experience **Objectives:** **1.1 The quality of the learning experience and of academic programs is continually improved** **1.2 Students' needs, available resources and course/program offerings are well aligned** **1.3 Funding for undergraduate and graduate student financial support is at least doubled**	**Aim 1: Continue to lead in the provision of high quality education** **Aim 5: Provide superior student experience**
Scholarship and Research: Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied **Objectives:** **2.1 All faculty are active in scholarship and research and output continues to grow** **2.2 Student involvement in scholarship and research is increased** **2.3 Financial and administrative support for scholarship and research are doubled** **2.4 Total external research funding is doubled**	**Aim 2: Grow and sustain a balanced research culture**
Service: Take our academic expertise into the community in response to requests or our own perceptions of need **Objectives:** **3.1 Members of the University increasingly use their academic and professional expertise to support cultural, social and economic development in the wider community** **3.2 Scholarship and research are increasingly disseminated in the wider community** **3.3 Technology transfer is facilitated**	**Aim 3: Contribute our expertise to the life and progress of the community** **Aim 13: Build and maintain beneficial partnerships and relationships**

Building on Progress: Goals and Objectives	*Performance Measurement Framework: Aims*
People: Make the University of Regina a preferred place to study and work **Objectives:** **1.1 Increased overall enrolment, including: a 20% increase in total enrolment; an increase in graduate student enrolment to 15% of the total; and an increase in international student enrolment to 10% of the total; while maintaining domestic enrolments, attracting more top Saskatchewan high school graduates and, in co-operation with First Nations University of Canada, increasing the number of Aboriginal students** **1.2 A faculty and staff complement appropriate to enrolment and activities, with a larger proportion of permanent positions** **1.3 Salaries, benefits and support for faculty and staff that are competitive with similar universities and employers** **1.4 Improved quality of community life on campus.** **1.5 Increased pride in the University among members of the immediate University community (students, faculty, staff and alumni), and improved profile of the University regionally, provincially, nationally and internationally**	**Aim 4: Expand and diversify the student body** **Aim 6: Attract, encourage and develop exemplary faculty and staff** **Aim 9: Apply resources well** **Aim 7: Enhance alumni commitment** **Aim 11: Enhance the University's recognition and esteem**
Internationalization: Integrate a national and international perspective into our fundamental threefold mission of instruction, research, and service **Objectives:** **1.1 Students gain international awareness and understanding** **1.2 Exchanges of students and faculty members with universities in other countries continue to increase** **1.3 Support services for international students and collaborations in teaching, research and service are increased and improved**	**Aim 4: Expand and diversify the student body**
Accountability: Provide sufficient information to allow informed evaluation of our performance **Objectives:** **1.1 Develop and implement a strategy for increasing awareness among key audiences of the University's progress** **1.2 Maintain and enhance reporting processes to government** **1.3 Ensure internal lines of responsibility and accountability are clear and understood**	**Aim 12: Demonstrate responsible management and governance** **Aim 10: Strengthen sustainability** **Aim 11: Enhance the University's recognition and esteem** **Aim 8: Improve on the use of management information**

FUNDAMENTALS

The following three aims reflect the three fundamental activities of a university: teaching and learning, research and scholarship, and community service.

Aim 1: Continue to lead in the provision of high quality education

The University of Regina is committed to providing its students with an enviable learning experience and educational opportunities that are equal to, or better than, those at other Canadian universities of similar size and breadth of programming. It regularly gathers student evaluations of their experiences at the University and partners with other universities to allow benchmarking of the results of such surveys.

The University's participation in these surveys provides valuable feedback on student perceptions of the quality of the teaching and their educational experience at the University of Regina. It helps the University identify opportunities for improvement.

i) The National Survey of Student Engagement (NSSE) collects information from undergraduate university students at participating universities to assess the extent to which the students engage in educationally effective activities. The guiding premise of NSSE is "that student participation in these activities at reasonable levels is a meaningful proxy for (institutional) quality."

   Developed in the United States of America, NSSE was first deployed in Canada in 2004 with 11 participating universities. In 2005, the University of Regina and seven other Canadian universities (including two of the 2004 participants) undertook NSSE surveys as a consortium, sharing results. For the University of Regina, 883 students completed the survey, 34 per cent of a random sample of 1,143 first-year students and 45 per cent of all 1,118 senior students.

   The results of an individual university's student survey are compiled by the NSSE organization into benchmark scores on five dimensions (e.g., level of academic challenge) that allow comparisons of the university's performance in supporting student learning with that of its peer institutions.

Results of the National Survey of Student Engagement (NSSE).

Measure and Multi-year Target	Annual Target	Key Results
Results better than the NSSE Canadian norm.	Progress on eliminating any adverse gap.	**Compared to other Canadian universities, the University of Regina trails slightly on six of ten benchmarks, is equivalent on three, and does particularly well in providing a supportive campus environment to senior students.**

NSSE benchmark scores

	First year students	Senior students
Level of Academic Challenge:		
University of Regina (2005)	45.7	51.1
2006 Ontario universities1	50.6	55.1
2005 Canadian universities2	49.5	54.2
2004 Large Canadian universities3	52.6	55.6
Active and Collaborative Learning		
University of Regina (2005)	32.6	44.6
2006 Ontario universities	34.4	42.8
2005 Canadian universities	35.9	45.8
2004 Large Canadian universities	34.8	40.6
Student-Faculty Interaction		
University of Regina (2005)	21.8	29.8
2006 Ontario universities	22.0	31.3
2005 Canadian universities	23.7	32.2
2004 Large Canadian universities	21.1	31.0
Enriching Educational Experiences		
University of Regina (2005)	20.6	32.6
2006 Ontario universities	24.4	33.7
2005 Canadian universities	24.2	33.2
2004 Large Canadian universities	25.7	35.1
Supportive Campus Environment		
University of Regina (2005)	51.8	51.5
2006 Ontario universities	55.3	50.5
2005 Canadian universities	53.2	49.6
2004 Large Canadian universities	56.8	51.2

1. 19 Ontario universities.
2. Acadia University, Carleton University, Ryerson University, University of New Brunswick – Fredericton Campus, University of Ottawa, University of Windsor, York University.
3. University of Alberta, University of British Columbia, McGill University, McMaster University, Queen's University, University of Toronto, Waterloo University, and the University of Western Ontario.

Data sources: NSSE Benchmark Report University of Regina, National Survey of Student Engagement, November 2005; Harriett Eisenkraft, "Students Get their Say", *University Affairs*, March 2006, www.universityaffairs.ca; Carleton University Benchmark Comparisons, August 2006.

Discussion

NSSE uses a statistical technique to assess how much an individual university's scores vary from those of comparator universities. The differences can be described as "small", "moderate" or "large". The differences between the scores for the University of Regina and the mean scores for other Canadian institutions (participants in 2005) all fall within the "small" range.

ii) The Canadian University Survey Consortium (CUSC) surveys a random sample of undergraduate students from participating universities about their undergraduate experience and their satisfaction with the learning and student support environment. CUSC operates on a three-year cycle, surveying samples of first-year undergraduates, all undergraduates, and graduating undergraduates in successive years. In the spring of 2008, 36 per cent of a sample of 1000 University of Regina undergraduate students responded to the survey.

Measure and Multi-year Target	Annual Target	Key Results
Results of student satisfaction surveys. Satisfaction with the university and their program better than the CUSC norm.	Maintain institutional satisfaction above the norm.	**90 per cent of undergraduate students reported satisfaction with their decision to attend the University of Regina, compared to 91 per cent at other mid-sized universities in the survey and 91 per cent of University of Regina students in 2005.** **90 per cent of undergraduate students reported satisfaction with the quality of education at the University of Regina, compared to 90 per cent for students at other mid-sized universities in the survey and 91 per cent for University of Regina students in 2005.**

Results from CUSC surveys

Percentage of students who were satisfied or very satisfied with their decision to attend their university

	University of Regina	Other mid-sized universities
All undergraduates		
2008	90	91
2005	91	90
2002	91	88
First year students		
2007	95	91
2004	92	90
2001	95	93
Graduating students		
2006	92	90
2003	90	87
2000	88	86

Percentage of students who were satisfied or very satisfied with the overall quality of education (or teaching) they received

	University of Regina	Other mid-sized universities
All undergraduates		
2008	90	90
2005	91	88
2002	85	80
First year students		
2007	89	88
2004	84	82
2001	86	86
Graduating students		
2006	94	90
2003	94	90
2000	91	89

Data sources: Annual reports and data files prepared for the Canadian University Survey Consortium by PRA Inc. Percentages are based on those who offered a rating.

Discussion

The University of Regina's results on these satisfaction measures in the CUSC survey fell slightly in 2008. This result may be attributable to the effects of the strike experienced in the fall of 2007 or to technical difficulties with the survey administration that reduced the University of Regina response rate by about 10 percentage points. (Less satisfied students are more likely to respond to such surveys.) Nevertheless, University of Regina students continue to report high satisfaction levels equivalent or superior to the results for participating universities in the comparator CUSC group -- universities offering undergraduate and graduate studies and generally of medium size in terms of student population.

Aim 2: Grow and sustain a balanced research culture

Research and scholarship is fundamental to the University of Regina as a goal in itself and a foundation to the quality and currency of the education offered to graduate and undergraduate students.

i) There is no completely satisfactory methodology for aggregating and benchmarking all of the various forms of scholarly production within a university. They vary from discipline to discipline. Granting council funding examines the external financial support obtained by researchers at the University through peer review in national competitions that judge the worthiness of proposed research activities and the track record of researchers. The measure tracks funding from the three federal granting councils, the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR) which provide about one-quarter of the University's external research funding annually. A three-year moving average is used to smooth out the annual fluctuations in funding that occur as the result of multi-year research project funding. The three-year average is also significant because federal allocations of Canada Research Chairs and funding to universities for the Indirect Costs of Research are based on these data.

Measure and Multi-year Target	Annual Target	Key Results
Granting council funding. Exceed national rates of growth.	Exceed national rates of growth.	**For the period 2004-07 research funding to the University of Regina from the federal granting councils fell slightly, by an average 0.3 per cent per annum, while the national average rate of growth was 2.0 per cent.**

Three-year average annual growth rates in granting council funding (percentage)

	University of Regina	All Canadian universities
2004-2007	(0.34)	2.03
2003-2006	1.18	2.70
2002-2005	4.07	3.08
2001-2004	4.13	3.75
2000-2003	3.74	3.89

Data source: unpublished reports from the Canada Research Chairs and Indirect Costs of Research programs, various dates.

Discussion

During the past seven years, faculty at the University of Regina have had considerable success in building research programs and achieving granting council funding. More recently, the rate of growth has slowed, as it has collectively for Canadian universities.

ii) Growth in graduate student numbers increases the scholarly activities of students in advanced studies in preparing theses, project reports, and other forms of new knowledge. (It is recognized that many University of Regina graduate students are enrolled in professional or course-based programs.)

Measure and Multi-year Target	Annual Target	Key Results
Growth in graduate student numbers. Increase graduate student numbers to 15 per cent of total enrolment.	14.75 per cent of enrolment.	**Graduate enrolments increased by 2.4 per cent in 2007-08 to 16.24 per cent of University of Regina enrolments.**

Graduate student enrolments, University of Regina

	Graduate enrolments	Percentage increase	Percentage of all students
2007	1,577	2.4	16.2
2006	1,540	10.2	16.0
2005	1,397	5.7	14.6
2004	1,322	7.7	14.0
2003	1,228	10.7	13.4
2002	1,109	1.8	12.3

Data source: University of Regina Fact Book Reports, http://www.uregina.ca/presoff/orp/factbook.shtml. Data are for the fall semester. Excludes federated colleges where only an occasional graduate student enrols.

Discussion

Growth in graduate student numbers continued in 2007-08. The target for this measure has been surpassed ahead of schedule.

iii)

Measure and Multi-year Target	Annual Target	Key Results
Annual research funding, all sources. Average annual growth of 4 per cent.	Growth of 4 per cent.	**Total research funding decreased marginally in 2007-08.**

Research funding, all sources

	Funding ($million)	Percentage change
2007-08	21.9	(0.3)
2006-07	22.0	(0.3)
2005-06	22.0	(1.7)
2004-05	22.4	(1.7)
2003-04	22.8	11.3
2002-03	20.5	5.6
2001-02	19.4	.....

Data source: annual (April 1 to March 31) reports from the Office of Research Services.

Discussion

Following strong growth in the early years of this decade, research funding at the University of Regina has stabilized in recent years. Sources fluctuate annually; in 2007-08 funding from the three national granting councils and the federal government increased significantly while research funding from the provincial government fell by about $1.5 million (25 per cent).

OPPORTUNITIES

Aim 3: Contribute our expertise to the life and progress of the community

The scholarly community has expertise that can be used in service to society through the examination of socially relevant problems. The University as an institution also has a range of other resources that can respond to a variety of community needs. Achievements with respect to this aim do not readily lend themselves to quantification; as a result, the performance measurement framework describes annually three examples of high impact community engagement.

Measure and Multi-year Target	Annual Target	Key Results
High impact engagement. Three demonstrated examples each year.	Three demonstrated examples.	1) The contributions of University of Regina graduates 2) Coffee House Controversies 3) Think Back website

Discussion

1) The contributions of University of Regina graduates: The scholarly expertise that exists at the University of Regina is transferred to the world chiefly through our graduates who live and work in the communities we serve. More than 51,000 University of Regina graduates can be found in every walk of life and in every corner of the world. Each year we honour the most deserving graduates at the Alumni Crowning Achievement Awards. Past recipients include humanitarians, educators, business leaders, and outstanding young alumni. Although they are singled out for their accomplishments, the recipients represent all of our alumni and the contributions they make toward making a better world, every day.

2) Coffee House Controversies: Throughout the academic year, the Faculty of Arts regularly presents Coffee House Controversies, free public lectures by its faculty members on a wide variety of topics of interest to a general audience. In the past year subjects ranging from media coverage in Burma to contraception among Arab women were explored. The informal 20-minute lectures are followed by 20 minutes of discussion during which time members of the public can ask questions or raise issues with the speaker or other audience members.

3) Think Back website: Eighty per cent of the population experience back pain at some point in their lives. Because of the nature of their work, farmers face an even greater risk of back injury. The Think Back program is a partnership between the Dr. Paul Schwann Applied Health and Research Centre at the University of Regina and Farm Credit Canada to promote back health and prevent back injuries on the farm. The website (www.thinkback.ca) delivers information on the spine, safe lifting techniques, and proper posture and positions for daily work duties.

Aim 4: Expand and diversify the student body

One of the goals of the strategic plan is to make the University of Regina a preferred place to study and work. Another is to integrate a national and international perspective into our mission. This can be done in part by increasing the number of students from other provinces and other countries. The target under Aim 2 of expanding graduate student numbers also addresses this aim. The University, recognizing the particular reality of Saskatchewan, has set a very ambitious target for growth in the number of Aboriginal students, in partnership with First Nations University of Canada and other Aboriginal organizations.

As part of its enrolment strategy, the University plans to maintain the number of undergraduate students who come to it from other provinces and increase its enrolment of international students and Aboriginal students.

i)

Measure and Multi-year Target	Annual Target	Key Results
Enrolment Statistics Maintain Canadian non-Aboriginal undergraduate enrolments.	2004-05 level of enrolments.	**New admissions of Canadian non-Aboriginal students exceeded the target.**

Canadian non-Aboriginal students – new admissions, University of Regina

	Admissions	Percentage change
2007	1,813	2.7
2006	1,765	(3.1)
2005	1,821	2.4
2004	1,780	19.5

Data source: report prepared by Office of Resource Planning from Banner student information data, excludes federated colleges. Since information on the Aboriginal status of students began to be collected only in the fall of 2003 and is collected at time of admissions, progress towards this target cannot yet be measured for the full student population but only for new admissions. Data are for the fall semester. Note: 2006 figure revised as a result of additional Aboriginal self-declarations.

Discussion

In 2007-08, the number of new Canadian non-Aboriginal students increased so that the target level was exceeded.

ii)

Measure and Multi-year Target	Annual Target	Key Results
Enrolment Statistics Increase international students to 10 per cent of the student body.	Increase international students to 9.85 per cent of the student body.	**The percentage of international students decreased to 8.4 per cent of enrolments at the University of Regina.**

International student enrolments, University of Regina

	International students	Percentage change	Percentage of all students
2007	818	(4.9)	8.42
2006	860	(8.5)	8.91
2005	940	6.7	9.79
2004	881	20.7	9.34
2003	730	27.0	7.98
2002	575	31.6	6.39

Data source: University of Regina Fact Book Reports, http://www.uregina.ca/presoff/orp/factbook.shtml. Data are for the fall semester. Calculation is for the University of Regina only, excluding enrolments at the federated colleges.

Discussion

After a number of years of significant growth the international student body at the University of Regina has decreased in the past two years. At the same time the number of Canadian students increased by over 230 (2.7 per cent). As a result, international students as a percentage of the total student body have dropped, after almost reaching the multi-year target in 2005-06. The University continues an active program of international recruiting and has increased services to international students on campus.

iii)

Measure and Multi-year Target	Annual Target	Key Results
Enrolment Statistics Increase Aboriginal students to 20 per cent of the student body.	Increase Aboriginal students to 18 per cent of the student body.	**New admissions of Aboriginal made up 11.1 per cent of total new admissions.**

These figures are based on self-declaration and under-estimate the actual number of Aboriginal students by an unknown amount.

Aboriginal student new admissions, University of Regina

	Aboriginal students	Percentage change	Percentage of all new admissions
2007	313	(11.3)	11.1
2006	353	(4.9)	12.9
2005	371	(1.6)	12.7
2004	377	24.4	12.6
2003	303	—	11.7

Data source: University of Regina Fact Book Reports, http://www.uregina.ca/presoff/orp/factbook.shtml. Includes federated colleges. Data are for the fall semester.
Note: 2006 figure revised as a result of additional Aboriginal self-declarations.

Discussion

While the number of Aboriginal students admitted at the University of Regina (excluding the federated colleges) increased by 4.6 per cent, for the third consecutive year this gain was offset by a larger (23.5 per cent) decline at the federated colleges. In the fall of 2007, the number of Aboriginal students admitted to the University exceeded the number admitted to the federated colleges for the first time since these data began to be collected.

Aim 5: Provide superior student experience

i) The University's goal of providing an enviable learning experience is facilitated and enhanced by the quality of the various support services, academic and non-academic, available to its students. An index of undergraduates' evaluations of university services that are widely used by students is computed using results from the annual CUSC surveys.

Measure and Multi-year Target	Annual Target	Key Results
Results of student satisfaction surveys. Satisfaction with services greater than the CUSC norm.	Maintain superior performance.	**Students at the University of Regina report higher levels of satisfaction with student services than students at other Canadian universities and at mid-sized Canadian universities. Satisfaction rates at the University of Regina have increased substantially since 2005.**

CUSC student services satisfaction results
Percentage very satisfied or satisfied

All students, 2008 and 2005

	2008			2005		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	96	90	92	81	82	82
Computer facilities	93	91	91	87	85	83
Instructional facilities	89	85	82	86	80	78
Class size	95	94	91	94	88	87
Athletic/rec facilities	97	87	87	92	79	81
Book store	83	82	79	66	72	66
Social activities	96	90	88	86	83	79
Food services	82	66	66	84	62	59
Parking	44	53	42	35	39	38
Average, 9 services	**86**	**82**	**80**	**79**	**74**	**73**

First year students, 2007 and 2004

	2007			2004		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	96	95	95	94	92	91
Access to computers	97	95	96	91	89	89
Instructional facilities	95	91	91	93	88	86
Class size	93	90	90	94	86	83
Athletic/rec facilities	98	92	95	89	88	88
Book store	92	89	88	85	84	78
Social activities	97	93	91	86	83	81
Food services	91	72	72	90	70	65
Parking	57	62	59	54	48	48
Average, 9 services	**91**	**87**	**86**	**86**	**81**	**79**

Graduating students, 2006

	2006		
	Regina	All universities	Medium-sized
Library	91	88	90
Computer facilities	89	86	88
Academic advising	80	76	78
Athletic/rec facilities	95	84	84
Book store	77	80	77
Average, 5 services	**86**	**83**	**83**

Data sources: Annual reports and data files prepared for the Canadian University Survey Consortium by PRA Inc. Percentages are based on those who offered a rating.

Discussion

In CUSC surveys in previous years, University of Regina students have reported higher levels of satisfaction than the average for all participating Canadian universities and for the group of mid-sized universities.

In the 2008 survey of a sample of all undergraduates, satisfaction levels with the nine key student services, reported above, show the University of Regina exceeding the CUSC norms for these services as a group and for eight of the nine services individually. In addition, University of Regina student satisfaction has increased significantly since the 2005 survey with respect to the library, athletic and recreational facilities, the book store, social activities, access to computers, and even parking.

ii) A second measure of the student experience is the percentage of students in first-year studies who return to the university the following year to enrol in at least one course.

Measure and Multi-year Target	Annual Target	Key Results
Retention rate from full-time year 1 to year 2. Increase to the median in the *Maclean's* national ranking.	Increase the retention rate to 82.7 per cent.	**The retention rate was 75.7 per cent, 0.88 of the median.**

University of Regina retention rate

	Retention rate (percentage)	Per cent of *Maclean's* median
2006-07	75.7	88
2005-06	74.6	86
2004-05	77.2	88
2003-04	77.6	89
2002-03	75.9	88

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in the November for the previous year and thus are available only with a one year lag. This indicator was introduced by *Maclean's* in the 2003 rankings issue.

Discussion

The University of Regina was able to reverse a downward trend in this retention rate and gain ground against the national median despite a strong provincial labour market.

Aim 6: Attract, encourage and develop exemplary faculty and staff

The University of Regina has a goal to be a preferred place to study and work. Its success in achieving all of its goals is dependent on the quality of its faculty and staff. The members of our community are our defining resource.

i)

Measure and Multi-year Target	Annual Target	Key Results
Results of faculty and staff satisfaction surveys. Unspecified.	Unspecified.	**Employee engagement survey development begun.**

ii)

Measure and Multi-year Target	Annual Target	Key Results
Faculty and staff retention. Unspecified.	Unspecified.	**Retention rates for both the academic and administrative areas are greater than 90 per cent.**

Data source: Communications from University of Regina Human Resources

Discussion

This portion of the University of Regina's performance measurement framework is under development.

Some preliminary work has been done on an employee engagement survey. The Human Resources department will be completing the design, administration and analysis of the survey in partnership with the Faculty of Business Administration. The survey will be conducted in late 2008 or early 2009 in order to benchmark the current level of intellectual and emotional involvement of faculty and staff with the University and provide a map for improvement.

The University's current retention rates for both the academic and administrative areas are greater than 90 per cent. This result is expected to change as the University's workforce is aging; the average age of faculty is 48.5 years and the average age of the administrative group is 43.7 years. The implementation of a new human resources reporting tool, and the development of specifications for employee separation rates and rates of internal transfers and promotions, will provide better data to track retention.

Aim 7: Enhance alumni commitment

Three measures of alumni commitment are introduced in this annual report, replacing the alumni donor measure that employed data from *Maclean's* magazine.

i)

Measure and Multi-year Target	Annual Target	Key Results
Number of alumni participating in programs. Increase the number of participants annually.	Increase the number of participants annually.	**Participation increased by 21 per cent.**

Alumni participation in programs

2007-08	3,465
2006-07	2,854

Data source: External Relations.

ii)

Measure and Multi-year Target	Annual Target	Key Results
Percentage of alumni maintaining valid contact information with the University. 75 per cent.	70 per cent.	**73 per cent**

Percentage of alumni maintaining valid contact information with the University

2007-08	73
2006-07	66

Data source: External Relations.

iii)

Measure and Multi-year Target	Annual Target	Key Results
Percentage of alumni who give to the University. 4 per cent.	2.5 per cent.	**1.0 per cent.**

Percentage of alumni who gave to the University

2007-08	1.0
2006-07	1.6

Data source: External Relations.

Discussion

The targets for alumni participation and contact information were successfully addressed. The decline in alumni donations may be attributable to the truncation of a direct mail solicitation as a result of the support staff strike. The University has approximately 51,000 alumni with the number growing annually.

Aim 8: Improve on the use of management information and information technology

Results for this measure cannot be presented in quantitative format.

Measure and Multi-year Target	Annual Target	Key Results
New applications of management information and information technology. Three demonstrated examples each year.	Three demonstrated examples.	**1) Strategic Enrolment Management plan** **2) Digital Archive** **3) LOE student study**

Discussion

1) Strategic Enrolment Management plan: Saskatchewan post-secondary institutions face some serious enrolment challenges in the next decade. Projections predict significant declines in the number of Grade 12 graduates in the province and the booming economy is enticing those who graduate away from the universities and into the job market. The impacts can already be seen in enrolment levels that fall short of targets. The University of Regina has embarked on a strategic enrolment management plan that contains a variety of strategies to increase student numbers by ensuring that the University has effective marketing techniques; services and programs that will encourage current students to stay to complete their degrees; processes and regulations that are student-friendly without sacrificing the University's commitment to quality; and an array of attractive financial awards for students. The plan is based on the consideration of an extensive set of data on enrolments, demographics, and other market factors.

2) Digital Archive: Working with Information Services, the University of Regina's Dr. John Archer Library has taken the next step to ensure that knowledge generated at the University is available to the world. The Library has set up a digital archiving service to collect and store items such as academic publications, conference presentations, planning documents, campus newsletters, and student theses. A focus of the archive will be to help professors get their research results out quickly to others studying in their field. It is also a valuable tool for graduate students providing them with an archive page to supplement curricula vitae and display their theses, dissertations and honours papers.

3) LOE (Language other than English) student study: Anecdotal evidence had suggested that students whose first language is not English (LOE-learners) were not being as successful as English-speaking learners in first-year English classes. At the request of the Department of English, the Office of Resource Planning undertook a study to elucidate the situation. The results of the study corroborated that the burdens faced by second-language learners was leading to a less successful experience in first-year classrooms. As a result of the findings, the co-coordinator of first-year English was able to secure funding for additional research on best practices in the classroom and evaluation of work among LOE-learners.

RESOURCES

Resources describe the use of the University's financial and physical means in the immediate and longer terms.

Aim 9: Apply resources well

The following measure compares how the University allocates its operating funds among the various functions supported by the operating budget. Significant variations from the way in which other Canadian universities expend their annual resources would merit detailed investigation.

Measure and Multi-year Target	Annual Target	Key Results
Comparison of operating expenditures to national norms. A close fit on expenditures per full–time equivalent student and the various categories of expenditure (no significant differences).	Maintain or improve closeness of fit.	**For 2006-07, total operating expenditures per student were 6.5 per cent below the national norm while administrative expenses were 2.0 per cent above the norm.**

Data sources: The comparisons are derived from regression analysis of spending and enrolment data published for all Canadian universities by Statistics Canada. Data used are the most recent available. They exclude federated college expenditures and students. Administrative expenses exclude University of Regina expenditures on infrastructure for the federated colleges as measured by infrastructure payments received by the University.

Discussion

For 2003-04, total operating expenditures per student were 4.5 per cent above the national norm while administrative expenses were 6.5 per cent above the norm. Much of the change from 2003-04 is due to the increased proportion of total University of Regina students enrolling through the University rather than the federated colleges. Nevertheless, the variances from national norms are not statistically significant.

The University of Regina's General Operating Fund had an accumulated deficit of $2,444,000 as at April 30, 2007. This deficit was eliminated during the fiscal year ended April 30, 2008.

Aim 10: Strengthen sustainability

The aim of sustainability has three dimensions. One, to diversify the financial resource base of the University, is measured by achievements in increasing the share of operating revenue that comes from other than the provincial operating grant and fees from Saskatchewan students. Another sustainability thrust addresses the condition of the physical plant and the University's ability to maintain the functionality and currency of its buildings and physical infrastructure. The third dimension is the University's fund raising success that builds endowments and other lasting assets.

i)

Measure and Multi-year Target	Annual Target	Key Results
Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees. 20 per cent.	20 per cent.	**21.1 per cent.**

Percentage of operating revenue from sources other than the provincial operating grant and Saskatchewan students' fees

2007-08	21.1
2006-07	22.0
2005-06	23.1
2004-05	22.6
2003-04	20.7

Data sources: This calculated figure is derived from financial data from Financial Services and credit hour data from the Office of Resource Planning.

Discussion

The target was reached in 2003-04 and the results increased in subsequent years because of growth in external recoveries and in international students. Since 2005-06, the increased rate of growth in the provincial grant to fund the freeze on tuition fees and the decline in international student enrolments have resulted in a reduction in the measured performance. The target is still being exceeded.

ii)

Measure and Multi-year Target	Annual Target	Key Results
Spending on renewal and adaptation of the physical plant. Five-year average at 1.3 per cent of plant replacement value per annum.	1.3 per cent of plant replacement value per annum.	**In 2007-08 renewal and adaptation spending was 0.74 per cent of plant replacement value, increasing the five-year average.**

Spending on renewal and adaptation of the physical plant

	Expenditures ($ million)	Percentage of plant replacement value
2007-08	7.4	0.74
2006-07	5.0	0.56
2005-06	6.1	0.84
2004-05	4.3	0.70
2003-04	3.1	0.59
Five year average		**0.69**

Data source: Analysis provided by Facilities Management.

Discussion

The plant renovation target, based on minimal industry standards for plant renewal and adaptation, is 1.3 per cent of plant replacement value per year on average. Given that many significant capital projects require substantial capital expenditures, the annual target may be exceeded in some years and not be attained in others. The significant target, therefore, is the five-year average.

Total plant renewal spending in 2007-08 of $7.4 million represents a significant increase over past years' spending. A major increase in the provincial sustaining capital grant, federal government funding of a project to renovate space for the Institut français, and the use of interest earnings from a major capital grant all contributed to this outcome. While expenditures have risen in the past three years, so has the replacement value of the University's physical plant as a result of increasing construction costs and the addition of several new buildings. The estimated replacement value of the University's buildings and physical infrastructure in 2007-08 was one billion dollars; this figure will rise again with the completion of the Laboratory Building Addition.

iii)

Measure and Multi-year Targets	Annual Targets	Key Results
Complete successful fund-raising campaign and establish on-going fund-raising capacity. As defined in the *Building Dreams and Futures* documents and future plans.	As defined in the *Building Dreams and Futures* documents.	**109 per cent of the $75 million *Building Dreams and Futures* target was reached at the conclusion of the campaign while 49 per cent of the $25 million planned giving target has been achieved.**

Data source: reports from External Relations.

Discussion

The *Building Dreams and Futures Campaign* concluded in 2007-08, having raised $82,090,465 and surpassing its target by more than $7 million. In 2005-06 an additional target was added to the fund-raising program: $25 million of planned giving (from future bequests, life insurance proceeds, etc.). By the end of 2007-08, $12.165 million has been raised towards the planned giving target. Plans for future fund raising activities are in preparation.

EXTERNAL STAKEHOLDERS

External Stakeholders refers to the external communities with an interest in the University.

Aim 11: Enhance the University's recognition and esteem

The University conducts occasional surveys of public opinion in Saskatchewan regarding the University's reputation and perceived performance. These surveys are not conducted annually because of costs and the slow rate of change of the results.

Measure and Multi-year Target	Annual Target	Key Results
Results of surveys of the provincial population. A score of 90 per cent of "ideal".	A score of 90 per cent of "ideal".	**Reputational score of 89 per cent compared to the "ideal" university:**

University of Regina reputational score (per cent of ideal)

2008	89
2004	90
2000	82
1998	82

Data source: reports prepared for the University by Decision Research Inc. based on telephone surveys conducted by Decision Research Inc.

Discussion

The results are from commissioned surveys of public opinion in Saskatchewan. The score combines evaluations of 10 aspects of university attributes and outcomes and compares the University of Regina's results to the characteristics of an "ideal" university, according to those surveyed. For 2008, the University of Regina's total score on these attributes was unchanged from 2004 but the public's expectation of the ideal university has increased, resulting in a small reduction in the University's measured performance.

Looking at individual attributes, the University's reputation for many factors has increased since 2004, particularly for academic excellence, the quality of its professors, and being a warm and friendly institution. Surprisingly, the University's score for graduates having a good track record of employment dropped from 7.9 to 7.0 despite a recent study that found that recent University of Regina graduates have the highest employment rate (97.5 per cent) of any post-secondary institution in the province.

Aim 12: Demonstrate responsible management and governance

i)

Measure and Multi-year Target	Annual Target	Key Results
Audit report. Unqualified audit report.	Unqualified audit report.	**For 2006-07 the auditor's Financial Statement and Legislative Compliance opinions were unqualified; the Internal Control opinion was qualified. For 2007-08 all three opinions were unqualified.**

Discussion

The achievement of unqualified opinions with respect to the financial statements, legislative compliance and especially internal controls is a substantial accomplishment. It is the outcome of constructive dialogue between administrative staff of the University and the audit team from the office of the Provincial Auditor. Staff of the University have worked diligently to deal with qualifications expressed in previous years and eliminate the source of the concerns.

ii) The University of Regina's Board of Governors annually reviews the most current version of the Toronto Stock Exchange's *Best Practices Guidelines for Effective Corporate Governance* to assess whether the Board's practices and structure are in compliance with the guidelines.

Measure and Multi-year Target	Annual Target	Key Results
Compliance with adapted TSX corporate governance guidelines. Compliance.	Compliance.	**Compliance.**

Data source: Board of Governors minutes and agenda material, June 17 2008.

Discussion

In 1994 the Toronto Stock Exchange (TSX) sponsored a study of Canadian corporate governance resulting in 14 recommendations that were adopted as *Best Practices Guidelines for Effective Corporate Governance*. TSX listed companies must disclose annually the extent to which they comply with these guidelines. These guidelines were modified as a result of a subsequent study (*Beyond Compliance: Building a Governance Culture*) undertaken in 2001 by the Joint Committee on Corporate Governance chaired by Guylaine Saucier, known as *The Saucier Report*, and some practice notes were added for clarification.

The University of Regina is not a publicly-traded company listed with the TSX. In the absence of similar guidelines for public institutions of higher learning, the University of Regina Board of Governors has decided to assess itself against the current version of the TSX guidelines and describe its degree of compliance as a sound governance practice.

In summary, and keeping in mind that the TSX Guidelines are not a perfect fit for the University, the Board is in compliance with the Guidelines.

During 2007-08, the Board of Governors sponsored the development of a framework for decision making, *Guidelines for Determining the Locus of Policy Decision Making*. With the *University of Regina Act* as its foundation, the guidelines provide a clear delineation of responsibility between the Board and the Executive of the University.

Aim 13: Build and maintain beneficial partnerships and relationships

The university engages with a variety of partners from the private, public and voluntary sectors to advance its education and research mission and serve its various communities.

Measure and Multi-year Target	Annual Target	Key Results
Three demonstrated examples of successful partnerships. Three demonstrated examples each year.	Three demonstrated examples.	**1) Aboriginal teacher education programs** **2) The Pacific Institute for the Mathematical Sciences** **3) RESOLVE**

Discussion

1) Aboriginal teacher education programs: A July 1, 2007 agreement with Nunavut Arctic College delivers elements of the University of Regina's bachelor of education program to Inuit students in Canada's newest and largest territory to prepare them for teaching Kindergarten through Grade 6. The University of Regina provides a range of services, including professional development opportunities for instructors, as well as the academic credit program. The agreement is another in a number of Aboriginal teacher education partnerships which include the Northern Teacher Education Program with the University of Saskatchewan, the Saskatchewan Urban Native Teacher Education Program with Gabriel Dumont Institute, the Yukon Native Teacher Education Program with Yukon College, and programs in Indigenous Education with First Nations University of Canada.

2) The Pacific Institute for the Mathematical Sciences: The University of Regina became a full member of The Pacific Institute for the Mathematical Sciences in late 2007. The institute promotes research in the mathematical sciences, facilitates the training of highly qualified personnel, creates public awareness, partners with similar organizations, and funds research and events on a competitive basis. University of Regina faculty members are active in Aboriginal mathematics education and outreach, attracting significant funding and hosting an international conference. As well, faculty at the University of Regina are key contributors to the development of Aboriginal mathematics education at the provincial and national levels.

3) Helping to resolve family violence: Mary Hampton, professor of psychology at Luther College at the University of Regina, was appointed the Saskatchewan Academic Coordinator for Research and Education for Solutions to Violence and Abuse (RESOLVE). This prairie research network pools resources to address family violence and also examines the social, legal, psychological, health, and financial problems that violence creates for tens of thousands of Canadians. In her new role, Hampton will act as a liaison between academic researchers and the broader community. The RESOLVE network is action oriented and strives to influence policy makers, government and laws as well as producing academic knowledge.

Enterprise Risk Management

In 2006, the University created a comprehensive risk register listing the key strategic and operational risks facing the institution. The risks were prioritized with the top strategic risks being communicated to the Board, senior management, and University stakeholders.

During 2007-08, the University initiated five high level projects in an effort to manage the key risks facing the institution and to assist the University in meeting its strategic objectives. These initiatives include the Strategic Enrolment Management (SEM) Plan, the Branding Initiative, New Program Development, the Reputation Survey and the Emergency Communications Project.

During the coming year, the Enterprise Risk Management program will focus on the updating of the risk register (the list of key risks facing the University) that was created in 2006. Once the risk inventory has been updated, critical risks will be assigned a lead (risk owner) who will be responsible for developing, implementing and monitoring potential risk treatment plans that may be required.

In an effort to assess the effectiveness of the University's response to key internal and external risks, the risk manager will review existing risk management strategies to assess the progress that the institution is making in addressing the major risks facing the University. The results of this review will be reported to the Board of Governors.

Strategic Enrolment Management Plan

The Strategic Enrolment Management (SEM) Plan was initiated in an effort to address declining undergraduate enrolment and to develop plans to seek out and capitalize on new enrolment opportunities. The goal of the Plan is to stabilize undergraduate enrolment at current levels and seek opportunities over the next two to three years for growth that can be accommodated within current capacities.

By analysing demographic, educational, labour force, economic, and competition trends, the SEM Plan was able to generate a number of recommendations that the University could pursue in order to stabilize and then increase enrolment. Based on these recommendations and an external review, the University has selected five strategic opportunities to move forward on:

- Enhance targeted marketing and recruitment efforts;
- Improve student retention;
- Optimize student financial awards to influence enrolment decisions;
- Develop and improve academic programs to address market needs; and
- Engage in process improvement.

Key performance indicators have been developed for each of the five strategic opportunity areas and over 60 strategies have been developed to support achievement of the strategic opportunities. The SEM Plan report was presented in March 2008 and the Plan will now move to the implementation stage.

Branding Initiative

In September 2007, the University embarked on a branding initiative to more clearly articulate the value that the University offers to prospective students, faculty, staff and donors. The University operates in a highly competitive market – with competition for students, faculty, employees and research funds increasing. Brand clarity will enable the University to more precisely communicate its strengths and the unique qualities that the institution has to offer. This in turn will allow the University to grow enrolment, access top notch students, faculty and staff, and increase research funding.

Branding will allow the University of Regina to distinguish itself from the many other offerings in the higher education sector that are available to prospective students and faculty. It will also allow the University to better communicate the opportunity it has to offer to those not currently contemplating post-secondary education. By

more clearly articulating its brand position, the University expects to achieve higher enrolment and a greater ability to attract and retain quality faculty.

Phase one of the branding initiative commenced in 2007-08. It involved an internal analysis and the collection of information on:

- instructional and individual core values;
- awareness and perceptions of prospective students;
- competitor analysis;
- institution choice criteria; and
- awareness and perceptions of area community leaders and alumni.

The information gathered along with information from a competitor brand review will allow the University to formulate recommendations on how to position the institution's brand.

Phase two of the initiative includes the development of a consolidated brand strategy, creative development, focus testing and brand strategy implementation.

New Program Development

Each year the University explores the development of new academic programming to address market needs, to enhance enrolment and to bolster the reputation of the University. A number of these initiatives were undertaken during the year including:

- **Community Based Education Cluster** – to develop and administer community based educational initiatives at the provincial, national and international levels.

- **Interdisciplinary Graduate Program in Design** – formed through a partnership among the faculties of Fine Arts, Engineering and Science, to determine the feasibility of creating a graduate program in digital and industrial design.

- **Internationalization Initiatives in the Faculty of Arts** – to support international work terms and internships, to create bridging programs from English as a Second Language to the Arts English programs, and to develop partnership initiatives with institutions abroad for joint degree programs.

- **Social Work Needs Assessment and Curriculum Review** – a comprehensive needs assessment, feasibility study and curriculum review to determine the need to expand the Master of Social Work program and to improve the Bachelor of Social Work program.

Reputation Survey

In 2008, the University hired an outside consultant to conduct a survey of the attitudes and opinions of Saskatchewan residents in regard to the University of Regina. The survey took place in late March and early April 2008. It is the fourth of a series of such surveys conducted over the past 10 years.

Survey respondents rated the provision of practical skills, enabling graduate employment, academic excellence and student safety as important attributes for the "ideal" university.

Information was also gathered on how the University can best communicate with prospective students and their families. This will help the University to better target its communications efforts. For example, the internet was listed as one of the preferred formats for communicating information about the University to current stakeholders and prospective students.

The University of Regina will use this information, along with information gathered through the SEM Plan and the Branding Initiative, to better align its communications and programming to address stakeholder needs. This information will also form part of the environmental analysis for strategic planning initiatives.

University Emergency Communications

Effective communications systems are essential during times of crisis in order to allow the University to manage crisis events (e.g. fire, flood, violence on campus). In an effort to develop effective emergency communications systems and protocols, the University is assessing the tools and processes available to support mass communications with students, faculty and staff.

As an institution that is comprised of thousands of students, faculty and staff, the University faces unique challenges in communicating critical information in times of crisis. The University views safety as a priority and the emergency communications systems being considered will help the institution to enhance student, faculty and staff safety by facilitating emergency information dissemination in a timely and efficient manner.

Conclusion

The University of Regina's achievements during 2007-08 were considerable. The University sustained and built upon the progress of previous years with new academic, research and scholarship, service, fundraising and administrative successes.

The University's reputation flourishes on many fronts. The people of Saskatchewan know that the University provides academic excellence in a warm and friendly place. Worldwide there is recognition for the University of Regina's world-class innovative research results in the field of energy and the environment.

Foundations were laid in 2007-08 for even more progress through the Strategic Enrolment Management plan, the Branding initiative, recruitment of key members of the University's next leadership cohort, constructive dialogues with the federated colleges, new partnerships, elimination of the operating debt, and the accomplishments of faculty, staff and students on campus, across the province and throughout the world.

Building dreams and futures is what the University of Regina is about. University of Regina faculty and students and staff, and their dreams, are creating a great future for Saskatchewan and Canada.

University of Regina

Management Responsibility

For the Year Ended April 30, 2008

Management of the University of Regina is responsible for the integrity of the financial data reported for the University and for determining the nature and extent of the information reflected in the summarized financial statements. The following summarized financial statements have been derived from the complete audited financial statements prepared in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA), which have been consistently applied.

R. James Tomkins
President and Vice-Chancellor

David B. Button
Vice-President (Administration)

Date: July 7, 2008

Auditor's Report on Summarized Financial Statements

For the Year Ended April 30, 2008

To the Members of the Legislative Assembly of Saskatchewan

The accompanying summarized statement of financial position and statements of operations and changes in fund balances and cash flows are derived from the complete financial statements of the University of Regina as at April 30, 2008 and for the year then ended on which I expressed an opinion without reservation in my report dated July 7, 2008. The fair summarization of the complete financial statements is the responsibility of management. My responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In my opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the entity's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.

Regina, Saskatchewan
July 7, 2008

Fred Wendel, CMA, CA
Provincial Auditor

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

University of Regina

Summarized Statement of Financial Position

As at April 30, 2008

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2007
Current Assets					
Cash	$ 1,098	$ 782	$ -	$ 1,880	$ (1,314)
Accounts receivable	5,744	12,244	-	17,988	19,641
Inventories	2,717	-	-	2,717	2,478
Prepaid expenses	867	123	-	990	951
Short-term investments	1,104	37,932	10	39,046	50,882
	11,530	51,081	10	62,621	72,638
Long-Term Assets					
Long-term investments	-	14,849	21,599	36,448	37,353
Long-term loan receivable	-	904	-	904	1,031
Accrued pension benefit asset	25,275	-	-	25,275	33,637
Capital assets	-	199,775	-	199,775	198,613
	25,275	215,528	21,599	262,402	270,634
	$ 36,805	$ 266,609	$ 21,609	$ 325,023	$ 343,272
Current Liabilities					
Accounts payable and other accrued liabilities	$ 11,149	$ 1,842	$ -	$ 12,991	$ 12,684
Deferred income	831	-	-	831	288
Current portion of long-term debt	-	1,951	-	1,951	1,845
	11,980	3,793	-	15,773	14,817
Long-Term Liabilities					
Long-term debt	-	63,252	-	63,252	58,656
Due to (from) other funds	(548)	548	-	-	-
Accrual for employee future benefits	1,482	-	-	1,482	1,541
	934	63,800	-	64,734	60,197
Fund Balances					
Externally restricted funds	-	41,478	21,609	63,087	62,092
Internally restricted funds	16,202	5,619	-	21,821	32,262
Invested in capital assets	-	151,919	-	151,919	170,531
Unrestricted funds	7,689	-	-	7,689	3,373
	23,891	199,016	21,609	244,516	268,258
	$ 36,805	$ 266,609	$ 21,609	$ 325,023	$ 343,272

M Bowden

Chair, Board of Governors

Vice-President (Administration)

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

University of Regina

Summarized Statement of Operations and Changes in Fund Balances

For the Year Ended April 30, 2008

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2007
Revenues					
Grants and contracts					
Government of Canada	$ 2,127	$ 12,220	$ -	$ 14,347	$ 12,723
Government of Saskatchewan	75,905	4,484	-	80,389	104,596
Other	944	3,141	-	4,085	4,137
Student fees	38,329	10	-	38,339	39,538
Contributions, gifts, donations and bequests	453	3,602	368	4,423	7,218
Sales of services and products	21,739	1,188	-	22,927	21,707
Investment income and unrealized gains (losses)	154	2,239	(981)	1,412	5,966
Miscellaneous income	1,541	373	19	1,933	2,059
Income from operating leases	-	54	-	54	54
	141,192	27,311	(594)	167,909	197,998
Expenses					
Salaries					
Academic	43,367	878	-	44,245	43,393
Other	43,826	3,588	-	47,414	45,735
Employee benefits	19,903	323	-	20,226	(5,639)
Operational supplies and expenses	10,312	2,446	1	12,759	12,341
Travel	3,257	1,756	-	5,013	4,599
Cost of goods sold	4,304	-	-	4,304	4,416
Equipment, rental, maintenance & renovations	6,874	1,379	-	8,253	8,251
Utilities	6,571	45	-	6,616	6,157
Amortization of capital assets	474	18,104	-	18,578	18,491
Loss on disposal of capital assets	-	1,079	-	1,079	561
Scholarships, bursaries and prizes	5,594	6,931	-	12,525	11,626
Interest and unrealized loss	2,369	2,516	-	4,885	3,631
Wascana Centre Authority levy	635	-	-	635	607
Bad debt expense	107	10	-	117	183
	147,593	39,055	1	186,649	154,352
Net (expenses) revenues	(6,401)	(11,744)	(595)	(18,740)	43,646
Interfund transfers	739	(2,697)	1,958	-	-
Net (decrease) increase in fund balances for year	(5,662)	(14,441)	1,363	(18,740)	43,646
Fund balances, beginning of year (as restated (Note 2)	29,553	213,457	20,246	263,256	224,612
Fund balances, end of year	$ 23,891	$ 199,016	$ 21,609	$ 244,516	$ 268,258

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

University of Regina

Summarized Statement of Cash Flows

For the Year Ended April 30, 2008

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2007
Operating Activities					
Net (expenses) revenues	$ (6,401)	$ (11,744)	$ (595)	$ (18,740)	$ 43,646
Add back items not affecting cash:					
Amortization of capital assets	474	18,104	-	18,578	18,491
Unrealized loss (gain) on investments	-	220	2,718	2,938	(3,163)
Unrealized loss on long-term debt	-	1,544	-	1,544	-
Loss on disposal of capital assets	-	1,079	-	1,079	561
Donated shares	-	-	-	-	(1,792)
Decrease (increase) in non-cash working capital	1,299	929	-	2,228	(656)
Decrease (increase) in accrued pension benefit asset	8,362	-	-	8,362	(16,864)
Decrease in long-term accrual for employee future benefits	(59)	-	-	(59)	(10)
Cash generated by operating activities	3,675	10,132	2,123	15,930	40,213
Investing Activities					
Purchases of investments	(47)	(131,725)	(4,089)	(135,861)	(95,193)
Sales of investments	-	145,657	8	145,665	84,455
Purchases of capital assets:					
Buildings	(269)	(15,515)	-	(15,784)	(24,087)
Site improvements	-	(778)	-	(778)	(354)
Furnishings and equipment	(1,436)	(1,603)	-	(3,039)	(3,662)
Software	(62)	(30)	-	(92)	(53)
Library resources	(1,124)	-	-	(1,124)	(1,383)
Sale of capital assets:					
Furnishings and equipment	-	-	-	-	15
Cash used in investing activities	(2,938)	(3,994)	(4,081)	(11,013)	(40,262)
Financing Activities					
Repayment of long-term debt	-	(1,845)	-	(1,845)	(1,744)
Increase in long-term loan receivable	-	(11)	-	(11)	(23)
Repayment of long-term loan receivable	-	133	-	133	163
Repayment of internal loans	(67)	67	-	-	-
Cash used in financing activities	(67)	(1,656)	-	(1,723)	(1,604)
Net change in cash	670	4,482	(1,958)	3,194	(1,653)
Interfund Adjustments	3,157	(5,115)	1,958	-	-
Cash, beginning of year	(2,729)	1,415	-	(1,314)	339
Cash, end of year	$ 1,098	$ 782	$ -	$ 1,880	$ (1,314)

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

University of Regina

Summarized Notes to the Financial Statements

For the Year Ended April 30, 2008

(in thousands of dollars)

1. Summarized Significant Accounting Policies

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

i) The General Fund accounts for the University's program delivery, service and administrative activities that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding fee-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset related to the three University-sponsored defined benefit pension plans: The Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.

ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.

iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

2. Change in Accounting Policies

Effective May 1, 2007, the University adopted the accounting recommendations for financial instruments – recognition and measurement (CICA Handbook Section 3855), the consequential amendments in financial statement presentation by not-for-profit organizations (CICA Handbook paragraphs 4400.19 and 4400.41 - .45) and hedges (CICA Handbook Section 3865) in accordance with the transitional provisions of those sections. In place of adopting financial instruments – disclosure and presentation (CICA Handbook Section 3861), the University chose to early-adopt accounting recommendations for financial instruments – disclosures (CICA Handbook Section 3862) and financial instruments – presentation (CICA Handbook Section 3863) in accordance with the transitional provisions of those sections. These sections provide standards for recognition, measurement, disclosure and presentation of financial assets, financial liabilities, non-financial derivatives and embedded derivatives, and describe when and how hedge accounting may be applied. The University has decided not to designate any hedging relationships.

These sections also describe situations where revenues, expenses, gains or losses would need to be recognized directly in the statement of changes in fund balances instead of in the statement of operations, and what type of presentation and disclosure would be required. The University has no such transactions in its 2008 financial statements.

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

University of Regina

Summarized Notes to the Financial Statements

For the Year Ended April 30, 2008

(in thousands of dollars)

2. Change in Accounting Policies (continued)

Derivatives may be embedded in other host instruments. Under the new standards, these embedded derivatives would have to be measured at fair value with subsequent changes recognized in net income. Based on the transitional provisions of CICA Handbook paragraph 3855.87C, as of May 1, 2007, the University has early-adopted CICA Handbook paragraph 3855.07A for not-for-profit organizations and is making accounting policy choices to not apply CICA Handbook Section 3855 to contracts to buy or sell non-financial items including derivatives embedded therein, or to derivatives embedded in leases, insurance contracts and contracts to buy or sell non-financial items in accordance with the University's expected purchase, sale or usage requirements.

As a result of the prospective adoption of these accounting pronouncements, certain investments previously recorded at cost are now recorded at fair value. Also, the fair value of our swap derivatives, which was previously only disclosed in the notes, is now recorded in the financial statements. The impact of these changes is as follows:

April 30, 2007 fund balance, as previously stated	$ 268,258
Unrealized loss balance as at April 30, 2007	(5,002)
May 1, 2007 opening fund balance, as restated	$ 263,256

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at *http://www.uregina.ca/fs* and choosing the 'Financial Statements' link.

For More Information

For more information on the University of Regina, visit our web site at: www.uregina.ca

Or, for further information contact:

Office of Resource Planning
Administration-Humanities Building, Room 505
University of Regina
Regina, Saskatchewan
S4S 0A2
Telephone: (306) 585-5289
Fax: (306) 585-5255

Financial Services
Administration-Humanities Building, Room 205
University of Regina
Regina, Saskatchewan
S4S 0A2
Telephone: (306) 585-4979
Fax: (306) 585-5140

University Board Of Governors

Mo Bundon
Chair
Public representative

Garth G. Fredrickson
Past-Chair
Senate representative
(To June 30, 2007)

Barbra Bell
Vice-Chair
Senate representative

Dr. Arthur Wakabayashi, CM
Chancellor
(To June 30, 2007)

Dr. William F. Ready, QC
Chancellor
(From July 1, 2007)

Jim Tomkins
President and Vice-Chancellor

Terry Allen
Public representative

Susan Barber
Public representative

Mike Burton
President of the Students' Union

Dwight Nelson
Public representative

Jeanne Shami
Faculty representative

Greg Swanson
Senate representative
(From July 1, 2007)

Berny Wiens
Public representative

University Of Regina Leadership

Jim Tomkins
President and Vice-Chancellor

Annette Revet
University Secretary

George Maslany
Acting Vice-President (Academic)

Murray Knuttila
Acting Associate Vice-President (Academic)
(From September 1, 2007)

Ron Byrne
Associate Vice-President (Student Affairs)
(To November 15, 2007)

Judy Amundson
Acting Associate Vice-President
(Student Affairs)
(From November 16, 2007)

Thomas Chase
Dean of Arts

Garnet Garven
Dean of Business Administration
(To November 7, 2007)

Anne Lavack
Acting Dean of Business Administration
(From November 8, 2007)

Michael Tymchak
Acting Dean of Education

Paitoon Tontiwachwuthikul
Dean of Engineering

Sheila Petty
Dean of Fine Arts

Craig Chamberlin
Dean of Kinesiology and Health Studies

Katherine Bergman
Dean of Science

David Schantz
Dean of Social Work

Carol Hixson
University Librarian

Harvey King
Director, Centre for Continuing Education

Dominique Sarny
Director, Institut français

Judy Chapman
Registrar

Vi Maeers
Director, Centre for Teaching and Learning

David Gauthier
Acting Vice-President
(Research and International)

Rod Kelln
Acting Associate Vice-President (Research)
(From July 1, 2007)
Dean of Graduate Studies and Research

Malcolm Wilson
Director, Energy and Environment

Bob Schad
Acting Director, International Co-operation
and Development

Ian Bailey
Director, University-Industry Liaison Office

Dave Button
Vice-President (Administration)

Nelson Wagner
Associate Vice-President
(Facilities and Planning)

Dale Schoffer
Associate Vice-President
(Finance)

Kelly Kummerfield
Associate Vice-President
(Human Resources)

David Wilson
Associate Vice-President
(Information Services)

Brian Christie
Associate Vice-President
(Resource Planning)

(Vacant)
Enterprise Risk Manager

Barbara Pollock
Vice-President (External Relations)

Christal Lintott
Director, Administrative Services
(To September 21, 2007)

Paul Corns
Director, Communications

Adrienne Nolan
Associate Vice-President,
Donor and Alumni Relations

Federated College Presidents

Father Benjamin Fiore
Campion College

Bruce Perlson
Luther College

Charles Pratt
First Nations University of Canada